

MFL KNOWLEDGE AND SKILLS PROGRESSION- FRENCH

Pillars of progression in MFL		
<p>Phonics: There should be explicit teaching of how letters and words sound and teaching around the difference between French and English. Pupils should be provided with practice of GPCs (grapheme-phoneme correspondences). It is important to show how small differences in words can affect the sound (eg m and f) and how small differences in sounds can affect meaning (homophones and near homophones).</p>	<p>Vocabulary: There is strong correlation between vocabulary knowledge and reading ability. Knowing high-frequency words will enable pupils to access more. Words chosen to learn should be the ones that are most useful to learners. It is useful to teach vocabulary that can be used in a number of different contexts. Less frequent words and themes (eg weather, food) should be taught to be used alongside high-frequency words rather than teaching separately and not returning to again.</p>	<p>Grammar: Pupils should learn increasingly complex structures and concepts over time. Once a pupil has learned a new component or grammar, they need plentiful opportunities for practice so that they can embed into their long-term memory. Teaching fixed phrases is limited in its use as pupils should be taught to manipulate the language (eg teaching sentence starts then rules around m and f adjectives).</p>

Core vocabulary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Hello in different languages (incl French)	Greetings- hello, goodbye; yes, no; please and thank you; numbers 1-5	Greetings; how are you?; what is your name/ my name is...; Please and thank you Numbers 1-10; well done	Numbers 1-20; I am... (Je suis...); preferences Colours; animals (pets); animals (zoo); emotions-	Numbers 21-30; common adjectives; ages; my; He is/ she is...; I have M and F; weather; the face; family	common adjectives; basic prepositions; preferences Food and drink; numbers 30,40,50,60 (31-69 pattern); M and F Sports; months and days;	Adjectives and prepositions; numbers 70,80,90,100 (70-101 pattern); because and reasons; M and F Alphabet; places; clothes; countries (UK and France); life in France;
			Phonics: vowels and Je	Phonics: double letters (eg ll)	Phonics: how m and f changes pronunciation of word	Phonics: consonants; homophones and near homophones

	KS1	LKS2	UKS2	
	Listening			
Core outcomes	Repeat words modelled by teacher, show understanding with an action. Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly	Repeat words modelled by teacher, show understanding with an action. Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). Pick out known words in an 'authentic' conversation. Understand and respond to a range of familiar spoken words and short phrases.	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Understand a short passage made up of familiar words and basic phrases	
Threads of learning	Pupils can listen carefully and identify familiar words or phrases.			
	Speaking			
Core outcomes	Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. Recognise a familiar question and respond with a simple rehearsed response. Repeat and say familiar words and short simple phrases, using understandable pronunciation.	Use common phrases. Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers. Perform short role plays on one topic, with several exchanges and secure pronunciation. Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Ask and answer simple questions on a few very familiar topics. Engage in short scripted conversations. Produce phrases independently (without written support) within a familiar topic, with good pronunciation. Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.	
Threads of learning	Pupils can say words or phrases with correct pronunciation. Pupils can respond to questions and read prepared passages aloud.			
	Reading			
Core outcomes	Begin to recognise written vocabulary/ single words.	Begin to recognise simple written phrases. Recognise simple written phrases and understand a range of familiar written phrases.	Read and show understanding of more complex written phrases. Read and show understanding of a piece of writing based on the current topic. Read short passages and answer questions on what they have read.	Practice reading longer texts aloud, containing taught phrases and vocabulary. Understand a short text made up of short sentences with familiar language on a familiar topic. Use a dictionary or word list.
Threads of learning	Pupils can recognise and read familiar words or phrases and use their knowledge of the language to translate unknown parts of a sentence.			
	Writing			

Core outcomes	Copy simple vocabulary.	Write simple words and several short phrases from memory. Can, with support, substitute one element in a simple phrase to vary the meaning. Use understandable spelling.	Use dictionaries to find the meaning of unknown words and to translate own ideas. Adapt taught phrases to create new sentences. Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
Threads of learning	Pupils can use their knowledge of the language to write words or passages. Pupils can use their knowledge of letters and sounds in French to write plausible spellings of unknown words.		
Grammar			
Core outcomes	Use indefinite articles in the singular with masculine and feminine nouns (un/une). Use the high-frequency verb forms (I have, it is, there is/are).	Use indefinite and definite articles with singular and plural nouns (un/une; le/la/ les). Use prepositions of place and sequencers.	Use all persons of several regular verbs in the present tense (with the support of a frame). Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
Threads of learning	Pupils can apply their knowledge of French grammar to listening, speaking, reading and writing. Pupils can choose the correct form for masculine and feminine words.		

Vocabulary	
Year 1: Bonjour Au revoir Oui Non S'il vous plaît Merci Un, deux, trois, quatre, cinq	Year 2: Salut ça va? ça va bien/ mal Comment t'appelles-tu? Je m'appelle... S'il vous plaît Merci Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Très bien; super; fantastique
Year 3: Les couleurs; rouge; rose; jaune; bleu(e); vert(e); noir(e); blanc(he); marron; orange. Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze; quinze; seize; dix-sept, dix-huit, dix-neuf, vingt. Tu as une animaux? J'ai... chien; chat; lapin; hamster; poisson rouge; perruche Le zoo; lion; tigre; l'éléphant; manchot; rhinocéros; girafe; singe	Year 4: Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente. Ma famille; mère; père; maman; frère; sœur; grand-mère; grand-père Adjectives: gros/grosse; grand/grande; petit/petite; etc. Conditions météorologiques: chaud; froid; il pleut; ensoleillé; venteux

<p>Je suis... content; triste; fatigué; tout excité Tu aimes...? J'aime... Je n'aime pas... Masculine and feminine</p>	<p>La face: un nez; une bouche; des yeux; les cheveux; les oreilles Je suis... ans. Mon/ma/ Il est.../ Elle est...; Il s'appelle/ Elle s'appelle Masculine and feminine J'ai...</p>
<p>Year 5: Nourriture et boisson : pain ; du fromage ; chocolat ; gâteaux ; le yaourt ; le poisson ; une pomme ; jus d'orange ; l'eau etc C'est combien? Adjectives for food- choose correct m or f Time prepositions- avant; après ; au Trente-et-un; quarante; cinquante; soixante La semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Mois de l'année : janvier ; février ; mars ; avril ; mai ; juin ; juillet ; août ; septembre ; octobre ; novembre ; decembre. Des sports: football; nager; le rugby; tennis; Tu aimes...? J'aime... Je n'aime pas... J'adore... Je déteste</p>	<p>Year 6: Cinéma ; magasin ; supermarché ; l'école etc. Les vêtements : robe ; des pantalons ; le sauteur ; la chemise ; des chaussettes etc Adjectives: vieux/vieille; nouveau/nouvelle; favori/favourite etc Prepositions: à côté de ; à proximité etc Des pays: Angleterre; Pays de Galles; Irlande du Nord; Écosse ; La France ; Nord, Est, Sud, Ouest Soixante-dix; quatre-vingt; quatre-vingt-dix; cent Parce que...</p>